

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Sister Elizabeth Murphy, O.S.F.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. John Vianney Catholic School
(As it should appear in the official records)

School Mailing Address 6200 S. Orange Blossom Trail
(If address is P.O. Box, also include street address)

Orlando Florida 32809-4612
City State Zip Code+4 (9 digits total)

County Orange School Code Number* N/A/

Telephone (407)855-4660 Fax (407) 857-7932

Website/URL www.sjvs.org E-mail sjvs@sjvs.org

I have reviewed the information in this application, including the eligibility requirements on page, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Harry Purpur
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Orlando Tel. (407) 246-4900

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. R. Paul Noland
Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.

The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

_____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 11 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	43	37	80		7	25	40	65
K	21	39	60		8	31	32	63
1	28	32	60		9			
2	35	35	70		10			
3	23	42	65		11			
4	30	40	70		12			
5	31	34	65		Other			
6	35	31	66					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								664

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- 58 % White
2 % Black or African American
25 % Hispanic or Latino
15 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2.71%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	18
(4)	Total number of students in the school as of October 1	664
(5)	Subtotal in row (3) divided by total in row (4)	.027
(6)	Amount in row (5) multiplied by 100	2.71%

8. Limited English Proficient students in the school: <1%
4 Total Number Limited English Proficient
 Number of languages represented: 8
 Specify languages: English, Spanish, Portuguese, French, German, Indian, Chinese, Vietnamese
9. Students eligible for free/reduced-priced meals: 9%

Total number students who qualify: 43

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 4%
26 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 3</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2 </u>	<u> </u>
Classroom teachers	<u> 21 </u>	<u> </u>
Special resource teachers/specialists	<u> 5 </u>	<u> 7 </u>
Paraprofessionals	<u> </u>	<u> 17 </u>
Support staff	<u> 2 </u>	<u> 4 </u>
Total number	<u> 30 </u>	<u> 28 </u>

12. Average school student-“classroom teacher” ratio: 23:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	.5%	.5%	.5%	.5%	.5%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

Perched in the middle of the hustle and bustle of Orlando's infamous Orange Blossom Trail is St. John Vianney Catholic School, a community that grew from a small mission to a campus where more than 650 students are educated in a loving, challenging environment.

In 1962, St. John Vianney opened its doors with 23 students in grades 1-4. The school is accredited by the Florida Catholic Conference and is recognized by the Florida State Department of Education. The school has been highly commended for continuous facility, technology, and curriculum improvements. Today, St. John Vianney combines traditions and history of the past with technology and innovative instructional techniques to meet the needs of a diverse population.

In 2004, the school's mission was drafted by the faculty and then reviewed and adopted by the school advisory board, 450 school families, and parish members. The mission truly describes an exciting environment that educates the whole child:

“St. John Vianney Catholic School, a ministry of St. John Vianney parish, is a diverse community that challenges students to reach their full potential through a living faith in God. Within an innovative environment based on mutual respect and academic excellence, we inspire and empower our students by expanding their minds, fostering social responsibility, instilling Catholic values, and nourishing the soul.”

School families represent a wide cross-section of demographic and economic backgrounds, ranging from 1st generation immigrants (where English is not spoken at home) to working class to affluent families. The ethnic diversity represents a sample of many cultures, where one-quarter of the students are Hispanic, 15% are Asian/Pacific Islander, 2% are black and 58% are white. This diversity provides students with a learning environment where real-life experiences are shared and applied.

Students are exposed to an integrated, challenging curriculum starting in preschool. This has resulted in top standardized testing scores, state honors in Math Counts, and produced eight valedictorians and two salutatorians from area high schools in the past six years. Faculty members have been nominated for prestigious awards like Who's Who Among America's Teachers, Disney and NCEA Teacher of the Year, Diocese and NCEA Principal of the Year, and Florida's Center for Humanities. While many opportunities exist for students who excel in a challenging environment, Saint John Vianney School recognizes that some students and families need special training or assistance. We provide math and reading enrichment programs for K-8 students, utilize Title I/II and gifted program services, provide tuition assistance, and offer comprehensive guidance and counseling services to students and families.

An updated technical environment provides great opportunities for teachers and students. With a state-of-the-art system (funded 100% by fund raisers), teachers regularly integrate technology into lessons and put homework, communications, and password-secure grades on the school website.

Beyond the statistics that make Saint John Vianney School successful is an intangible area that sometimes is overlooked when analyzing or selecting a school. The school provides a great environment for children to learn and grow. In cooperation with parents (who we recognize as the primary educators of children), educators empower each child to become successful. This goal is accomplished by providing an education that ensures the development of each student's spiritual, intellectual, emotional and physical growth. Thought goes into building character and reinforcing values and citizenship.

At St. John Vianney School, students learn to apply skills to be better citizens of the world. They learn about themselves and how to develop character. A math class may involve a trip to the grocery store to budget and buy food for the poor. Students organize toy and food drives for hurricane victims, attend nursing homes, raised “dimes for Kenya” to build schools where girls are educated for the first time, and sponsor mission projects. Teachers organize pen pal projects with children in Europe. Students utilize Spanish skills to communicate to citizens in Nicaragua, where each year funds are raised to build a house for a needy family (Una Casa Para Nicaragua). The list goes on and on. By fostering social responsibility and mutual respect, the students of St. John Vianney School are not only prepared to achieve in high school when they leave after 8th grade... they are prepared to achieve in the game of life.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Part IV - Question #1

As indicated in the school's mission, St. John Vianney School is a *community that challenges students to reach their full potential*. While test scores represent one aspect of achievement, the administration, faculty, and advisory board believe that consistent high scores on standardized tests indicate that a strong foundation has been established. This foundation provides the building blocks for lifelong learning. The scores provide excellent insight into the students' development in key areas and critical thinking. The school and parish community are very proud of the school's reputation and test results. With regard to the most recent testing results (October 2004), the feedback from the administration, faculty and parents is positive. Many believe that the results reflect a strong curriculum supported by excellent instruction and an environment conducive to learning.

For the 2004 results, Saint John Vianney School tested *above* the student percentile equivalent for the 90th school percentile in *every* category for *every* grade tested. In other words, when analyzing the six grades tested (grades 3-8) in the areas of math and reading, there was not one area of the 12 possible comparisons (six grades @ 2 scores per grade) that was either at or below the national averages.

The scores represent continued positive trends and improvements. In 2002, there were three areas that were slightly below the 90th percentile (grade three math, grade five math, and grade six reading). Each of these areas improved in the subsequent year when analyzing the same group of students as they moved to the next grade. In 2003, the two areas where we scored slightly below the 90th percentile were 6th grade reading and 8th grade reading. It should be noted that each of these scores was only one percentage point lower than the 90th percentile ranking. Scores for 6th grade reading improved in the subsequent year. Data is not available for the 8th grade reading, as the school ends at 8th grade.

Saint John Vianney School administers the ITBS (Iowa Tests of Basic Skills) each October to students in grades three through eight. Regardless of how long the student has been enrolled at the school, or if the student receives special academic enrichment or training, all students participate in the testing. Prior to testing, teachers inform the children and provide a take-home letter and sample with a cover letter from the principal. The school believes that the tests are snapshots in time of a student's ability. The school operates under "business as usual" conditions and continues with a modified schedule during the testing days. Teachers do not spend an excessive amount of time preparing the children or "teaching to the test." Students are simply encouraged to get plenty of rest, eat well, and do their best.

Upon receipt of the results, the administration analyzes the data and discusses the findings and recommendations to the faculty where goals and follow-up plans are established. The principal presents results to the advisory board to ensure appropriate allocation of resources to areas requiring attention.

The recent test scores and academic standards, combined with the diverse population and affordable tuition, attract families from all over Central Florida. Many prospective families are interested in the academic performance and trends of the school and view them as an overall indicator of the school. A very high percentage of graduating 8th grade students are accepted into honors and "magnet" programs because of their academic performance on standardized tests as well as grade point averages. The feedback from high school parents is that St. John Vianney students are prepared for high school and the academic challenges of college prep programs.

Part IV - Question #2

St. John Vianney School is committed to ongoing improvements in all areas of the school. Although the school is rich in history and has celebrated much success, there are constant efforts to analyze and improve to meet the changing needs of today's students and families. We currently utilize at least four sources of data to understand and improve student and school performance:

ITBS Scores - The standardized test scores are reviewed for each student to determine if improvements are made on a year-to-year basis. Individual Development Plans are established, if needed. The overall scores are also analyzed to determine if modifications to the curriculum, instructional time, or resources need to be made to correct general deficiencies in a grade or subject.

NSEE Opinion Inventories - In order to measure the specific opinions of stakeholders, the school's re-accreditation steering committee surveyed parents, teachers, students, and the community by means of the NSSE Opinion Inventories. For all four groups the average responses within each topic were above the national pattern (Quality of the Instructional Program, Support for Student Learning, School Climate/Environment for Learning, School Organization and Administration). This survey provides excellent insight into the students' perception of the school, curriculum and academic success.

Post-Planning - Teachers collaborate with administrators to identify strengths and weaknesses. In 2003, a critical thinking objective was added to the curriculum. Formal staff training was incorporated into monthly faculty meetings for the entire school year. Thinking maps and other tools are utilized. An integrated approach allows the school to measure and track individual progress in key areas.

Regional and National Trends - The administration values input from external sources. For example, math scores at St. John Vianney have been historically high. However, teachers and administrators believed that some students needed additional preparation for high school AP and honors math. We added a math specialist and now offer math, pre-algebra and algebra based on abilities. In addition, the foreign language program was expanded to five days a week for middle school students to prepare them for high school language courses.

Part IV - Question #3

The St. John Vianney School enjoys a strong link with the parent base, communicating in various forms on a weekly basis. Parents and students receive feedback in weekly folders and planners in addition to the eight official reports of the year (four progress reports and four report cards). Parents also have access to parent-teacher conferences, guidance counselors, and websites created for each teacher.

Parents are invited to attend four PTO meetings per year. Average attendance at PTO meetings is 250-300. At these meetings, the overall performance of the school is discussed including curriculum, test scores, and pending changes. A recent meeting was devoted to research on new teaching techniques and the impact they have on student performance. Hundreds of people enjoyed home-made pizza and a movie at PTO Family Night at another meeting. Saint John Vianney School is very family-oriented in all aspects, with over 90% of families volunteering at least ten hours per year.

Parents receive communication before, during and after the standardized testing process. Two weeks before testing, parents receive an ITBS brochure and letters from the teacher and the principal. The brochure provides parents and students with information about ITBS, sample questions, and how the test will be administered. These booklets are available in English and Spanish. During the testing process, parents are updated on schedule changes and progress. Parents receive a sealed copy of the results with a letter from the teacher and principal. Parents are encouraged to discuss the results with the student, teacher, or guidance counselor, if needed. The community receives communication on the school's successes and programs through the weekly church bulletin (circulation 4000 families).

Part IV - Question #4

Committed to continuous improvement, St. John Vianney School believes in sharing its best practices with other schools and learning from other educators. The principal encourages staff members to exchange success stories with peers in other schools. Many teachers and faculty members have participated as leaders and speakers in programs such as Master's In-Service, Diocese of Orlando Principals' Meeting, Florida Teacher Workshops, and the Florida Educational Technology Conference.

The sharing and learning philosophy does not end with the faculty. School Advisory Board and Parent Teacher Organization board members have assisted other schools with the establishment of development programs and fundraising/involvement programs. In the area of service, many faculty members and parents volunteer for Shepherd's Hope, an organization committed to providing healthcare for people

without insurance. Organized by SJV parents, volunteers travel to nearby public middle schools to share their time and talent with others in the community.

PART V – CURRICULUM AND INSTRUCTION

Part V - Question #1

St. John Vianney Catholic School's curriculum exemplifies the best teaching practices that allow teachers to educate the mind and expand the heart of each student. Each child is viewed as capable and unique, and is treated as such. The curriculum is based on the benchmarks, high standards, and objectives established by the Diocese of Orlando. Teachers, selected to serve on committees within the Diocese, wrote the Curriculum Guides. Viewed as "working documents", the guides are updated annually to reflect research and innovative techniques.

The **Preschool Curriculum** is designed to provide building blocks for a solid foundation of lifelong learning. With the goal to fully prepare children for Kindergarten in a loving, Christ-centered environment, students are introduced to language arts, religion, art, social studies and science. They learn through hands-on experiments and field trips and develop phonemic awareness, story-writing and illustrating skills. At the end of PreK4, an "A-Z Spring Show" highlights music, art, and social skills.

The **Primary Grades' (K-2) Curriculum** emphasizes language arts and critical thinking skills. Students use reading and writing processes effectively with an emphasis on creativity and grammar. Creative problem solving, reasoning, and logic are introduced. Through experiments and computers, students learn that science requires an approach based on analysis, integrity, and openness. Study and time management skills are taught. Hands-on, group exercises integrate many subjects. For example, a pumpkin carving activity incorporates social studies (history and customs), science (crops, weather), math (grouping seeds, weighing, and measuring circumference), and language arts (writing a story).

The **Intermediate Grades' (3-5) Curriculum** builds on foundations established in the primary grades. With an emphasis on reading, writing, and grammar, students learn to effectively communicate in various mediums such as oral and PowerPoint presentations. Problem-solving, critical thinking, data interpretation, and computation skills are reinforced. Statistics, probability and basic algebra concepts are introduced. Students learn about technology in science and that responsible human interaction with the environment is necessary. They learn more about the world in which they live by celebrating International Day (a research and presentation project), the Florida History Fair, and field trips.

The **Middle School (6-8) curriculum** is comprehensive and prepares students for high school. A strong writing, grammar, reading and literature program introduces poetry, mythology, and complex research techniques. Students learn valuable organizational, note-taking and analysis skills. Students are taught to consistently carry over grammar skills taught into writing. Skills in reading comprehension, such as main ideas and inferences, are reinforced. Placement into math classes is based on a student's ability. A math specialist assists students who need additional help mastering concepts. Students understand the world in spatial terms using maps and technology. Emphasis is placed on research, analysis and critical thinking. Extensive group work and discussions are used for instructional purposes. Students apply and explain science concepts through interactive experiments. Students can choose after-school activities based on interests and skills (Science, Math, Art, National Junior Honor Society).

The **Special Curriculum Areas (K-8)** make St. John Vianney School strong and unique. A comprehensive Spanish program (K-8) enables students to achieve conversational fluency. Students transfer Spanish skills to math (counting, grouping), social studies (cultures, customs), music (songs), art (projects related to customs and holidays), and language arts. The art program exposes students to history, artists, and techniques. The PE program places an emphasis on physical fitness and sportsmanship. In music, students are introduced to various aspects of theory, composers, instruments, and performing techniques. Beginning in 4th grade, students take instrument lessons. Students also take classes in technology (computers and typing), media, and family life. A successful drama program and thespian society produce at least two productions per year and offer students an opportunity to understand theater history and all aspects of a production. Middle school electives include academic courses as well as Fine Arts (music, art, drama) and Life Skills (stress management and cooking, for example).

Part V - Question #2

St. John Vianney School utilizes the Open Court reading program as the foundation for grades PreK-6, a program offering strong phonics, award winning literature, and cross-curricular activities. This approach supports the school's overall curriculum goals. Open Court is a flexible, research-based curriculum grounded in systematic, explicit instruction of phonics, word knowledge, comprehension, inquiry skills, writing and language arts skills. Teachers attend summer workshops to discuss various components of the program and develop strategies on how to implement the program successfully. The program has resulted in excellent readers at St. John Vianney School, who can transfer what they are learning to writing assignments. Students have historically scored well above national average in reading, language, vocabulary and spelling. The majority of students read above grade level.

Middle school students are assigned classic and contemporary literature assignments with an emphasis on interpretation, discussion, and analysis. Reading is reinforced as an essential part of a successful curriculum. A summer reading program was introduced in 2004.

The school has positively utilized the Accelerated Reader (PreK -6th grade) program by introducing family reading nights and positive reinforcement for all children who participate. This program enables readers to progress at the level of their ability. Realizing that no reading curriculum is complete within itself, teachers supplement the programs to enhance learning to be sure that all skills are being covered. Teachers collaborate with the dynamic media specialist to establish strong reading skills. Students participate in the Sunshine State, Newberry, Caldecot and Scholastic Book Fair programs. The school sponsors a visiting author program and invites at least one author per year to visit the school. This year, an international author will share her success story and discuss writing and journalism.

Part V - Question #3

At St. John Vianney School, the Life Skills program is an integral part of the curriculum from all grades. Designed to address current challenges and prepare students for the future, the program covers a wide variety of topics. In the primary grades, students discuss family life and relationships. Small groups discuss issues such as bullying, communication, and manners. In the intermediate grades, students learn about human sexuality in a non-threatening manner. Through a personal skills inventory exercise, students analyze perceptions and focus on self-esteem and self-confidence.

In the middle school, students learn about healthy choices and personal decisions. They discuss topics such as substance abuse, AIDS, and the obesity epidemic and how each affects society. Students understand the structure of government and how the principles and values of American democracy are reflected in the American Constitution. They debate issues and conduct mock elections. Small groups are used for money management exercises (including a real stock exchange activity), budgeting, and shopping. The Peer Mediator program was established 4 years ago. Sixteen students from grades 6-8 who possess strong leadership skills are trained on how to resolve problems that may arise between two students. Students are encouraged to engage in service with community outreach or TAG (Teens in Action Group who assist with the Give Kids The World).

St. John Vianney Catholic School introduced an innovative approach to communications for teenagers. Middle school students are assigned to small groups of 10 students in "Advisory Groups". Meeting semi-weekly with an advocate advisor (teacher, counselor or administrator), these groups have proven to be highly successful. Groups freely discuss social issues, school matters, fears, peer pressure, and current events in a confidential setting.

Part V - Question #4

There are many efforts in place to introduce innovative instructional methods. As a result of the school improvement plan, new techniques from *five* areas are being applied in the classroom. Faculty members researched each topic and presented their findings to their peers and the school parents.

In ***Learning to Learn***, students enhance their responsibility by learning to take ownership and produce quality work while achieving excellence. High learning standards and goals are set, resources are provided, and students are praised and acknowledged for achievements. Students utilize an array of teaching tools, social skills, and organizational skills to improve learning. Students analyze and evaluate their learning for the purpose of improvement.

To improve ***Interpersonal Skills***, students work together in many situations to set and achieve goals, manage and evaluate behaviors as group members, and deal with disagreements and conflict caused by diverse opinions and beliefs. Students participate in peer interviews, teaching, and story-writing.

Faith Formation is viewed as a lifelong process that establishes a relationship with God that permeates all aspects of one's life. Children participate and minister in weekly liturgies. They learn about traditions and symbols and embrace the concept of stewardship. Some examples include leading migrant toy and food drives, adopting needy families, visiting nursing homes, participating in projects that aid the needy, and conducting service projects for Nicaragua, Kenya, and the Dominican Republic.

By ***Expanding and Integrating Knowledge***, students use what they already know to acquire new knowledge, develop new skills, and expand understanding. They connect knowledge and experiences from different subject areas. Pertinent content and skills from many subject areas support theme-based units. The curriculum is organized around real-life problems and issues. The faculty operates as a team and often shares ideas and collaborates on lesson plans.

With ***Personal and Social Responsibility***, students learn to respect themselves and take responsibility for actions. Saint John Vianney Catholic School maintains a climate that encourages freedom of thought while stressing personal responsibility and freedom of discussion. Teachers provide cross-cultural experiences that promote a spirit of good fellowship and international understanding through formal instruction, recreational and cultural activities.

Part V - Question #5

St. John Vianney School is blessed by a faculty known for its talent as well as longevity. Led by a principal and vice-principal as examples of lifelong learners, faculty members are encouraged to commit to personal development. Professional development occurs in a variety of formats:

1) Personal Development - *ongoing basis*

- Observation and Performance Management: Each teacher is observed on a formal basis at least twice a year. The process includes a pre-meeting, observation, feedback, and the development of short and long-term goals for personal and professional development.
- Goal setting and feedback: Faculty members review the year and set goals for the coming year.
- Continuing Education: Many teachers have completed their Master's degrees or are enrolled in advanced level classes. Teachers are encouraged to pursue advanced degree programs.

2) Local Training and Development - *monthly*

- Guest speakers or faculty members present a researched topic for discussion.
- Peer Training is used to present findings, share best practices on technology, and train peers.

3) Staff/Diocese - *quarterly*

- Conferences: Faculty members participate in area meetings where they have the opportunity to take courses in specialty (language arts, science, math) as well as group topics.

Students are direct beneficiaries of the staff development program. Over the past few years, the entire faculty has participated in numerous technology programs. As a result, technology has been rapidly introduced and integrated into the classrooms, thus enabling students to conduct research and receive instruction through contemporary methods. By learning more about students' learning styles, teachers are able to meet the needs of the diverse student population.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

Private school association(s): NCEA, Florida Catholic Conference, Diocese of Orlando, ASCD, International Reading Association, Social Studies and Math

(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No _____

What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3431</u> K	<u>\$3431</u> 1 st	<u>\$3431</u> 2 nd	<u>\$3431</u> 3 rd	<u>\$3431</u> 4 th	<u>\$3431</u> 5 th
<u>\$3431</u> 6 th	<u>\$3431</u> 7 th	<u>\$3431</u> 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

What is the educational cost per student? \$3,691
(School budget divided by enrollment)

What is the average financial aid per student? \$1000

What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1.5%

What percentage of the student body receives scholarship assistance, including tuition reduction? 98%

St. John Vianney Catholic School - Orlando, FL
Assessment Data
REFERENCED AGAINST NATIONAL NORMS

2004, 2003, and 2002 ITBS Form A

Grade 8

Grade 8th

Test ITBS

Edition/publication year A/2000

Publisher Riverside

What groups were excluded from testing? Why, and how were they assessed? no groups were excluded

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
SCHOOL SCORES			
Reading	81	76	81
Math	79	79	72
# of students tested	63	66	65
% of total students tested	100	100	100
Number of students excluded	0	0	0
SUBGROUP SCORES			
1. Hispanic			
Reading	71	67	79
Math	66	70	62
# of students tested	11	9	8
2. Asian/Pacific Islander			
Reading	82	72	77
Math	79	86	76
# of students tested	7	9	8

St. John Vianney Catholic School - Orlando, FL

Assessment Data

REFERENCED AGAINST NATIONAL NORMS

2004, 2003, and 2002 ITBS Form A

Grade 7

Grade 7th

Test ITBS

Edition/publication year A/2000

Publisher Riverside

What groups were excluded from testing? Why, and how were they assessed? no groups were excluded

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
SCHOOL SCORES			
Reading	81	78	77
Math	74	75	76
# of students tested	65	65	67
% of total students tested	100	100	100
Number of students excluded	0	0	0
SUBGROUP SCORES			
1. Hispanic			
Reading	81	70	77
Math	68	68	75
# of students tested	12	12	7
2. Asian/Pacific Islander			
Reading	86	81	76
Math	85	80	78
# of students tested	9	7	8

St. John Vianney Catholic School - Orlando, FL

Assessment Data

REFERENCED AGAINST NATIONAL NORMS

2004, 2003, and 2002 ITBS Form A

Grade 6

Grade 6th Test ITBS
Edition/publication year A/2000 Publisher Riverside

What groups were excluded from testing? Why, and how were they assessed? no groups were excluded

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
SCHOOL SCORES			
Reading	82	72	71
Math	83	75	75
# of students tested	64	65	66
% of total students tested	100	100	100
Number of students excluded	0	0	0
SUBGROUP SCORES			
1. Hispanic			
Reading	79	71	66
Math	70	63	74
# of students tested	7	12	11
2. Asian/Pacific Islander			
Reading	77	73	82
Math	85	83	77
# of students tested	12	9	5

St. John Vianney Catholic School - Orlando, FL
Assessment Data
REFERENCED AGAINST NATIONAL NORMS

2004, 2003, and 2002 ITBS Form A

Grade 5

Grade 5th

Test ITBS

Edition/publication year A/2000

Publisher Riverside

What groups were excluded from testing? Why, and how were they assessed? no groups were excluded

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
SCHOOL SCORES			
Reading	80	85	80
Math	79	80	71
# of students tested	64	70	68
% of total students tested	100	100	100
Number of students excluded	0	0	0
SUBGROUP SCORES			
1. Hispanic			
Reading	64	86	79
Math	61	77	61
# of students tested	16	9	11
2. Asian/Pacific Islander			
Reading	86	84	83
Math	75	81	79
# of students tested	10	11	8

St. John Vianney Catholic School - Orlando, FL

Assessment Data

REFERENCED AGAINST NATIONAL NORMS

2004, 2003, and 2002 ITBS Form A

Grade 4

Grade 4th

Test ITBS

Edition/publication year A/2000

Publisher Riverside

What groups were excluded from testing? Why, and how were they assessed? no groups were excluded

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
SCHOOL SCORES			
Reading	85	79	88
Math	80	77	83
# of students tested	69	70	69
% of total students tested	100	100	100
Number of students excluded	0	0	0
SUBGROUP SCORES			
1. Hispanic			
Reading	74	61	89
Math	70	63	84
# of students tested	16	15	7
2. Asian/Pacific Islander			
Reading	79	82	87
Math	80	76	85
# of students tested	8	9	8

St. John Vianney Catholic School - Orlando, FL
Assessment Data
REFERENCED AGAINST NATIONAL NORMS

2004, 2003, and 2002 ITBS Form A

Grade 3

Grade 3rd

Test ITBS

Edition/publication year A/2000

Publisher Riverside

What groups were excluded from testing? Why, and how were they assessed? no groups were excluded

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
SCHOOL SCORES			
Reading	81	80	75
Math	75	77	71
# of students tested	66	67	70
% of total students tested	100	100	100
Number of students excluded	0	0	0
SUBGROUP SCORES			
1. Hispanic			
Reading	71	73	65
Math	65	67	63
# of students tested	20	14	13
2. Asian/Pacific Islander			
Reading	83	74	77
Math	72	84	66
# of students tested	8	7	8



BUILDING SUMMARY
Iowa Tests of Basic Skills® (ITBS®)

Building: St John Vianney 225
Diocese: Orlando Diocese 2

Form: A
Test Date: 10/2004
Norms: Fall 2000
Order No.: 000119978
Page: 4

	READING			Word Analysis	Listen- ing	LANGUAGE					MATHEMATICS				CORE TOTAL	Social Studies	Science	SOURCES OF INFORMATION			COM- POSITE
	Vocab- ulary	Compre- hension	TOTAL			Spell- ing	Capital- ization	Punc- tuation	Usage & Express	TOTAL	Concept /Estimat	Probe /Data	Compu- tation*	TOTAL				Maps & Diagram	Ref. Material	TOTAL	
Grade 8																					
Number of Students Included	60	60	60			60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Grade Equivalent of Average SS	10.6	12.9	11.9			10.8	13+	13+	13+	13+	11.2	12.5	11.4	11.8	12.6	11.4	13+	13+	11.0	11.9	12.8
National Stanine of Average SS	7	7	7			6	7	7	7	7	7	6	7	7	7	6	7	6	6	6	7
Normal Curve Equivalent of Average SS	66	69	69			64	69	66	68	69	67	65	66	67	70	63	68	65	61	64	68
Percentile Rank of Average SS - Private Norms	64	72	70			62	72	68	68	70	73	70	67	72	73	61	73	69	57	64	72
Percentile Rank of Average SS: National Student Norms	78	82	81			75	81	78	80	82	79	76	77	79	83	74	80	76	71	75	80
Number of Students Tested = 83																					

For further information on the interpretation of this report, please visit www.riversidepublishing.com or refer to the Interpretive Guide.

* = Math Computation is not included in the Math Total or in any score that includes the Math Total.